



THE ABBEY CE VA PRIMARY SCHOOL

Together we learn, we care, we achieve –
for ourselves, for each other, and for the community in which we live.

BEHAVIOUR POLICY

Review date: July 2021

Next Review: July 2022

Introduction

The Behaviour Policy has been developed after consultation with the staff, governors and pupils of the school. It aims to provide a consistent approach and a clear understanding of expectations in the school. This has been through the School Councils, Parent Governor Forums, Parental Questionnaire and staff meetings.

Purpose

The purpose of the school's behaviour policy is to ensure the learning climate enables all members of the school community to work and learn together. Pupils need to feel secure and secure if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate.

This policy sets out clear rules for pupils to follow and explains the school's response to inappropriate behaviour as well as a system of rewards for good behaviour. Fairness, firmness and a consistent approach throughout the school help to reinforce positive attitudes.

The Christian ethos of the school has a strong foundation in caring for one another. It is expected that all members of the school community should show respect, courtesy and kindness to all people at all times. Respect for individual or community property is also an integral part of this.

Links with other policies and key documents:

- Home-School Agreement

- Anti-bullying Policy
- Health and Safety Policy
- School Prospectus
- Attendance and Punctuality
- British Values
- Vision, Mission Values and Aims

POLICY OBJECTIVES

- To promote good behaviour and to recognise, encourage and extend the good practice already existing in the school.
- To provide clear guidance for all adults working with children in this school.

In order to meet our aims and objectives we will:

- Know the children in each class as individuals – their names, personalities, interests
- Describe unacceptable attitudes and behaviour that will not be tolerated
- Plan and organise the classroom in order to minimise opportunities for disruption
- Continually monitor the behaviour of each class and the whole school
- Support colleagues in dealing with behavioural issues
- Model the standards of behaviour that we expect from the children
- Emphasise the positive – praising good behaviour as well as good work
- Explain clearly to the pupils what the boundaries of behaviour are, and explain why rules are necessary
- Recognise the advantages of co-operation and friendship
- Promote respect and understanding for diverse cultures
- Ensure that in our mainly mono-cultural school, ethnic minority pupils are fully included
- Keep parents informed about behaviour issues as appropriate
- Ensure the School Rules and Golden Rules are enforced by all staff

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the School Rules and Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in the Abbey School have high expectations of the children in behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the class behaviour folder. In the first instance, the class teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the Senior Leadership Team (SLT).

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist or Links Educational Support Centre.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also speak to the SENCO, Headteacher and the parents if there are concerns about the behaviour or welfare of a child.

Class teachers also use the 'Zones of Regulation' to help all children understand, recognise and regulate their emotional responses and one to one work can also be undertaken to develop strategies to moderate a child's response and help to reduce negative behaviour.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Serious incidents of misbehaviour are kept in the class behaviour file.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors are informed termly of any fixed term exclusions. If a permanent exclusion is likely to be enforced by the headteacher, a group of governors will be notified, leaving the remaining governors unaware of the situation to act as an appeal committee if needed.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. All parents are given a copy of the Home School Agreement which contains the school rules, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school in meeting its aims, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to keep us informed of behaviour difficulties they may be experiencing at home. Also to inform school of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family/divorce.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

THE ROLE OF THE GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

CARE OF SCHOOL PREMISES AND SITES

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- Staff display pupils' work to a high standard.
- The building is expected to be kept clean and tidy.
- The grounds are expected to be kept litter free and the plants well maintained.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

DIFFICULT SITUATIONS AND INCIDENTS

Although extreme physical incidents are rare at Abbey School, it is important to deal with every eventuality. The process for this is outlined in the County guidelines on Physical Intervention. Red laminated triangles are displayed around the school to be used in the case of an emergency for a child to trigger assistance.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour, including any incidents of racial harassment. The class teacher records classroom and break time incidents in the class behaviour file which moves up through the school with the child.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

Abbey School Rules 2021 - 2022

A formal review of the policy and arrangements will take place every year. The views of parents, pupils, all staff, outside agencies and governors will be considered when evaluating and reviewing the policy.

PROCEDURES AND IMPLEMENTATION

Code of Conduct – Golden Rules

The school has evolved, with the participation of pupils, a Code of Conduct. We believe in working together for excellence for all. We have six Golden Rules to help us do this.

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or other's time

We look after property

We don't waste or damage things

Teachers have a right to teach and pupils have a right to learn.

The Golden Rules are displayed throughout the school and discussed with pupils at the beginning of the year. The rules will be reinforced in assemblies as necessary.

School Rules

While there has always been an emphasis on the positive aspects of pupils behaving with care, courtesy and consideration from other people and their property, there is a legal requirement to bring a formal set of rules to the notice of pupils and parents. These rules are published in our school brochure. All rules set out below cover matters which, from time to time, cause us concern.

1	Children and adults are expected to speak politely and with respect to all on the school grounds and to comply with the home school agreement.
2	Verbal or physical intimidation and aggression is not permitted on the school grounds.
3	Pupils should arrive on the school grounds no earlier than 8.45am. Children go straight to class between 8.45-8.55am.
4	Children must be collected promptly at 3.20pm when school ends and leave the grounds no later than 3.30pm except with the Headteacher's prior permission. Children not collected by 3.30pm will wait in the library. Pupils attending after-school clubs should be collected promptly at the appointed time via the front door.
5	Children who arrive after 8.55am must be accompanied to the front door of school by an adult. Children who arrive after 9.10am must be signed into school by an adult. Pupil absence must be reported by 9.30am, otherwise unauthorised. School lunches can be ordered up to 10am, otherwise home packed lunch will be required.
6	The playground equipment and grassy areas are out of bounds to all children before/after school.
7	No bicycles/scooters may be ridden in the school grounds.
8	Children must keep to the marked pedestrian path around the school site and carpark.
9	The carpark is for staff parking only during school hours and until after school club pick up. The marked top part of the car park is for staff only at all times.
10	All children are required to wear smart school uniform and school PE kit. No jewellery may be worn except a wristwatch and a small pair of stud earrings. Loose hair must be tied back and hair accessories should be blue and discrete. Hair gel, make up, hair stencils and nail varnish are not permitted.
11	Children must change into black plimsolls when inside school and walk to and from school in their black school shoes, which must have an enclosed toe and not be fashion shoes. Children who attend an extracurricular sporting club, out of hours, may leave the premises in sports kit.
12	Mobiles phones may only be brought into school in accordance with the mobile phone agreement.
13	Articles of value or money are not encouraged to be brought into school with the exception of cash payments for fundraising events when it must be given to the teacher at the start of the day.
14	No items of an offensive or dangerous nature may be brought to school. This includes knives, guns, fireworks, lighters etc., as well as inappropriate items of an 'adult' nature.
15	Dogs are not allowed on to the school grounds, apart from guide dogs.
16	Pupils must follow all instructions from all staff and fully participate in all educational activities.

17	Running is not allowed inside school or around the site – children are required to walk and line up quietly.
18	Fruit, healthy cereal bars or prepared vegetables may only be eaten during morning break. Sweets, chewing gum, biscuits and fizzy drinks are not permitted. Children should not share their food. Nuts are not permitted in school at any time. Named water bottles are allowed in the classrooms.
19	Packed lunch contents may only be eaten in the dining hall at lunchtime. Glass containers/canned drinks/drinks other than water/nuts are not permitted. Lunches should be brought in a sealed, well-labelled box. Children eating school dinners are not permitted to bring extra food or drink. Children must not share food.
20	Children should come to school with all equipment needed for the day, including homework, reading book, PE/swimming kit, packed lunch and musical instrument as appropriate.

LUNCHTIMES

The Midday Supervisors, led by the Lead Supervisor, are responsible for the children during lunchtime. They play an important role in ensuring that pupils' experiences at lunchtime are happy ones. The children are expected to maintain good standards of behaviour in the Dining Room and the playground. Pupils need to make the connection between what is learned about relationships within the classroom and how they behave at break and lunchtimes. A member of the senior leadership team is always available to offer support if children do not behave appropriately.

The MSAs meet every half term to discuss relevant issues, concerns, areas for development and exchange information. The Senior Supervisor will regularly report to the line manager – the Headteacher. The Headteacher is responsible for ensuring that all staff receives training and support in promoting positive behaviour and in dealing effectively with unacceptable behaviour.

The MSAs aim to:

- Promote good manners
- Encourage a sociable, but calm, atmosphere
- Encourage the correct use of knife, fork and spoon
- Ensure that children wash their hands and change their shoes before lunch.
- Ensure children move sensibly from the hall out to the playground.
- Reward good behaviour with praise, stickers, house points or commendation to class teacher.

Dining Hall Rules

- Wash hands before eating
- Line up quietly in the hall – no pushing or shouting
- Remember to say please and thank you when being served
- Only ask for what you intend to eat – don't waste food
- Use your knife, fork and spoon to eat your lunch (except for biscuits/cakes)
- Talk quietly to children on your table - do not shout across tables
- Put your hand up when you have finished your meal to ask permission to leave
- Do not throw food in the bin without asking permission
- ALWAYS walk quietly and sensibly in the hall
- NO NUTS!

Infant Playground Rules

- Infants must play on their playground or on the grassy area between playground
- Infants may only use the adventure play equipment up to the slope of tyres
- Do not use the playground adventure equipment when it is wet or damp
- Buffalo House new wooden equipment to be used at afternoon play only
- Do not go on the grassy areas when it is wet or damp
- Only use the field when dry and directed by staff
- When a whistle blows children must stand still without talking
- When a second whistle goes, children must line up
- A whistle is blown at 12.50pm for children to dismount equipment and to use the outside water fountain before lining up at 12.55pm. The final whistle is blown at 12.55pm to end outside play.
- No ball games on wet, damp or muddy days
- Skipping ropes must only be used for SKIPPING
- Follow the rota for play equipment for your class
- Year 2 can use all of the new playground equipment on their rota afternoon breaks
- Reception and Year 1 can use the new playground equipment up to the top of the green netting and must come down via the second green net. The climbing wall, look out and top of the equipment are out of bounds.
- Morning and afternoon playtimes – when whistle blows stand still and on second whistle line up. Children bring play equipment to the shed for monitors to put away.

Out of bounds areas for infants:

- Behind the bushes on the KS1 playground
- Behind the shed on the KS1 playground
- The slope down to the field

- Junior playground
- Junior play equipment
- Buffalo new playground equipment before afternoon play

Junior Playground Rules

- **Play areas for juniors:**
 - the playground,
 - the shared grassy area between the playgrounds
 - the adventure play equipment up to the slope of tyres
 - the field when dry and directed by staff
 - All of the new playground equipment as per the rota

Out of bounds areas for juniors:

- the Infant playground
 - the infant play equipment
 - the bank between the field and bottom hedge
 - the area near the back gate
 - the area near the tunnel
 - the slope down to the field
- When a whistle blows children must stand still without talking
 - When a second whistle goes, children must walk to line up
 - A whistle is blown at 12.50pm for children to dismount equipment and to use the outside water fountain before lining up at 12.55pm. The final whistle is blown at 12.55pm to end outside play.
 - On wet, damp or muddy days, these activities are not allowed:
 - the adventure play equipment
 - playing on all grassy areas
 - ball games
 - Skipping ropes must only be used for SKIPPING.
 - Follow the rota for football/play equipment for your class.
 - Morning playtimes – when whistle blows stand still and on second whistle line up. Children bring play equipment to the box for monitors to put away.

Wet Playtime Rules

- Find a quiet activity to do e.g. drawing/jigsaw/board game
- Use 'wet playtime' paper only for drawing
- Do not use scissors, glue or needles during wet playtime

- Put everything away tidily at the end of playtime
- No shouting, running, throwing or silliness in the classroom

Pupils are regularly reminded of the school rules, Golden Rules, the rules for the playground and behaviour expectations. This is often done through assemblies led by the Headteacher and teaching staff, and through Circle Time within individual classes.

REWARDS

What is a reward?

- It follows an incident of good behaviour
- It is seen by the person receiving it as a pleasure
- It increases the chance of the person repeating the good behaviour

Rewards are consistently applied throughout the school. Rewards cover the broadest possible range of academic and non-academic achievement. They are managed so that **all** pupils are valued. There are many kinds of reward used in the Abbey School. They fall into three categories:

1. Social Rewards

- Praise from adults/other children
- Smile/thumbs up
- Applause from peers
- Opportunity to sit in a chosen place
- Being first in the line
- Choosing a friend to work with
- A simple thank you

2. Activity rewards

- Responsibilities in the classroom (e.g. monitors, giving out books etc.)
- Golden time
- Showing good work to Headteacher
- Showing good work in school assembly

3. Material rewards

- Smiley faces, stars, rubber stamps, stickers, positive comments on work
- Well done stickers from teachers/Headteacher

- Examples of good work shared with other teachers/classes
- House points (Key Stage 2)/Table Points (Key Stage 1)
- Weekly Star of the Week
- Abbey Shield awarded for sustained exceptional work, kind deeds, evidence of working towards targets etc in each class. (presented in Sharing Assembly at end of each half term, 2 per class)
- Good work labeled and displayed around the school
- Extra playtime
- Abbey Ace Card posted home

Individual class rewards can include:

- Reception children can earn a leaf towards a whole class reward and children are awarded Wise Owl and Values Owl each day in class.
- Year 1 children earn marbles in a class jar towards a whole class reward.
- Year 2 have a behaviour chart towards a whole class reward and Popcorn the dog and his diary are awarded each week.
- Year 3 have table teams and children earn marbles in a class jar towards a whole class reward.
- Year 4 earn marbles in a class jar towards a whole class reward.
- Year 5 and 6 award House Points and roles of responsibility around the school.

A **Star of the Week** is awarded each Friday for exceptional work, kind deeds, evidence of working towards targets in each class. The Star of the Week badge is presented in Friday's Sharing Assembly and a certificate is emailed home explaining why it has been awarded. The badge is to be kept for one week and can be worn on the child's school uniform and then returned to the class teacher on Friday morning. Over the course of the academic year we aim to be able to award this at least once to each child.

An **Abbey Shield** is awarded to two children each half term in each class for sustained exceptional work, kind deeds, evidence of working towards targets shown throughout the half term. The Abbey Shield enameled badges are presented during the last day of each half terms Sharing Assembly. These badges are for the children to keep to wear on their uniform for their time at school. A laminated certificate is also presented to the child in assembly detailing why the award has been presented. Each academic year twelve Abbey Shields are presented to a class and it is anticipated that as a child moves through seven years at Abbey School they have the opportunity to receive two or three.

SANCTIONS

What is punishment?

- It follows an incident of unacceptable behaviour
- It is seen by the person receiving it as unpleasant

- It reduces the chance of that person repeating the behaviour

Appropriately planned sanctions have been devised at the Abbey Primary School to ensure a safe and positive learning environment and to maintain a high standard of behaviour. The staff have access to easily administered low level sanctions so that more severe ones are used only when absolutely essential. For most pupils a simple reminder of the rules given verbally will be enough. The sanctions are made more effective by:

1. Being clear and fairly applied
2. Consistent application
3. Focus on the misdeed – **not** the person
4. Suggesting clear steps how to regain any lost privileges
5. Making clear which rule was broken and why the sanction was given
6. Not being given aggressively
7. Being given soon after the misdeed
8. Not humiliating the pupil

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of the session or in an extreme situation will remove the group of children.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeats acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Separate the inappropriate behaviour from the child

- Make the behaviour unacceptable, not the child
- Making the behaviour wrong allows for changing to better behaviour
- Linking poor behaviour to a child's identity or personality inhibits possible change
- Linking good behaviour to a child's identity builds self-esteem

Classroom arrangements

The child may be encouraged to reflect on his/her behaviour by completing a 'think' sheet. When a child has been given a suitable length of time at the 'time out' table, s/he may tell the class teacher that s/he is ready to return to the class and behave appropriately.

If a pupil is sent to another class, he or she will remain in this class for a designated period of time. They will be sent with work from their class teacher to complete independently. Completion of the work is not as important as the pupil having time to reflect on their behaviour and why they have been sent out of their class.

LEVELS OF BEHAVIOUR	LEVELS OF RESPONSE
LEVEL ONE	LEVEL ONE
<ul style="list-style-type: none"> • Teasing • Pushing in • Interrupting teacher • Attention seeking/messing around • Spoiling other pupils' games • Telling tales • Avoiding work/wasting time • Being silly/silly noises • Name calling • Running in the classroom • Arguing • Cheekiness • Cussing • Hiding • Not sitting on bottom • Fidgeting • Play fighting/horseplay • Uncooperativeness • Messing about in the toilets • Persistent shouting out • Showing off • Rudeness to staff or children • Running in school • Not lining up quietly/quickly • Coming into school/class late 	<p>Strategies are developed within the classroom</p> <ul style="list-style-type: none"> • Talking to the pupil, reminding them of the Golden Rules • If it happens a second time that day a Think Sheet is to be completed by child during their free time or in another member of staffs class • Highlight other pupil's good behaviour • Move the pupil to sit next to a sensible child or the teacher. Move the child from the sunshine if they have a rainbow behavior chart • Set seating position • Teacher proximity • Teacher reaction e.g. exaggerated disapproval • Teacher models and highlights appropriate behaviour • Time out • Discuss with peer group • Loss of a privilege • Make the pupil apologise to the victim
LEVEL TWO	
<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Lack of respect for property • Answering back • Rudeness • Hurting others • Lack of respect for staff • Arguing back 	<ul style="list-style-type: none"> • Pupil is moved to another area within his/her own classroom (chair, table, time out space) and told, "This behaviour is unacceptable." • Child is reminded of the Golden Rules • A Think Sheet to be completed by the child during their free time or in another member of staff's class. This is time to reflect and review their actions.

<ul style="list-style-type: none"> • Hindering other children • Cussing rudeness to staff • Lying • Bullying • Biting • Graffiti • Hitting back • Kicking • Fighting/squabbles • Refusal to follow instructions • Swearing at pupils • Using swear words • Spitting • Exposing themselves • Taunting • Defacing others work • Refusal to obey instructions • Making unkind remarks • Insolence • Intimidation • Sexualized language 	<ul style="list-style-type: none"> • Time out should only be 10 – 15 minutes maximum • 'How would you like it?' • Punishment – miss a playtime or a privilege • Make the punishment fit the crime where possible • Make the pupil apologise to the victim • Inform the Headteacher • Incident may be recorded in the Behaviour Log which is stored on the Shared Area • Parents may be informed of the incident by the Headteacher or the class teacher • If incident is severe, a fixed term exclusion will be considered by headteacher
LEVEL THREE	LEVEL THREE
<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Lack of respect for property • Vandalism • Vicious kicking • Fighting/thuggery • Dangerous refusal to follow instructions • Swearing at staff • Hurting staff • Persistent lying • Racial abuse • Stealing • Verbal abuse of staff • Extortion • Running out of school 	<ul style="list-style-type: none"> • The pupil is sent to the Headteacher or a member of SLT's class. The pupil remains out of class for one session where they will complete a Think Sheet to be completed by the child. This is time to reflect and review their actions • Loss of privileges • Make the pupil apologise to the victim • Parents are informed of the incident and may be invited in for a meeting with the class teacher or headteacher • Missed class work is completed at break time/lunchtime • The pupil is told, "This behaviour is unacceptable and your parents will be told" • Class teacher completes the Behaviour Log which is stored centrally • If 3 Behaviour Log entries (Level 2-4 behaviour) are written in one half term, this will normally result in an automatic

<ul style="list-style-type: none"> • Bullying • Persistent Level Two behavior • Sexualised behavior • Stealing/ Bribery • Staff hurt or harmed in anyway • Leaving the school grounds without permission 	<p>one –day exclusion</p> <ul style="list-style-type: none"> • If incident is severe, it may result in a 1 or 2 day fixed term exclusion • Issue dealt with on a whole school level e.g. assembly • Bullying – addressed in circle time and assembly • IBP put in place where appropriate • Records passed to next teacher at end of each year • If incident is severe, a fixed term exclusion will be considered by headteacher
<p>LEVEL FOUR</p>	<p>LEVEL FOUR</p>
<ul style="list-style-type: none"> • Persistent Level 3 behaviour • Violent behavior • Bringing an illegal or dangerous item into school • Bringing an illegal drug into school • Seriously hurting another child • Attacking/hurting a member of staff • Pupils who have not responded at Level 3 and are still choosing not to manage their own behavior <p>This list is not exhaustive, but indicates the severity of the offence.</p>	<ul style="list-style-type: none"> • Pupil sent to the Headteacher. They will remain with Headteacher for one session and their lunchtime where they will complete a Think Sheet to be completed by the child. This is time to reflect and review their actions. • Incident is recorded in the Behaviour Log • If 3 Behaviour Log entries are written in one half term, this will normally result in an automatic one –day exclusion • Parent informed by telephone and a meeting will be arranged with the Headteacher • Issue dealt with on a whole school level e.g. assembly • IBP put in place • Records passed to next teacher each year • Make the pupil apologise to the victim • Loss of privileges • If incident is severe, it may result in a longer term fixed term exclusion of 3 or more days and/or the Headteacher will consider if a permanent exclusion is warranted